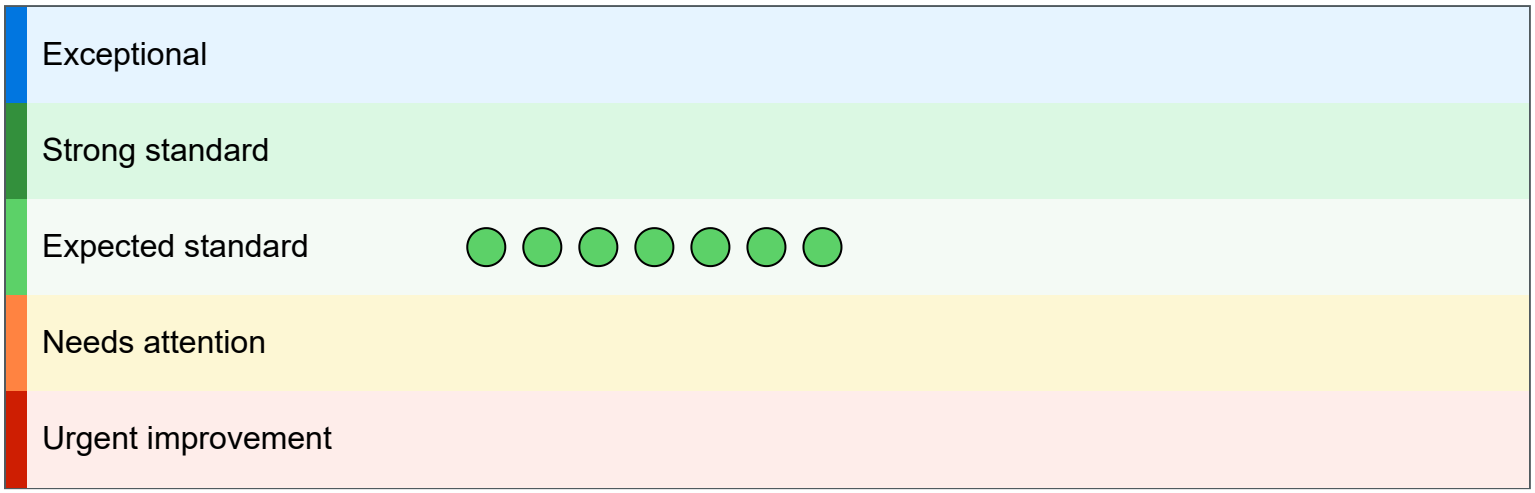
Livingstone Road Infant School

Address: Livingstone Road, Parkstone, Poole, Dorset, BH12 3DT

Unique reference number (URN): 144554

Inspection report: 6 May 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

The school is highly inclusive. Many pupils arrive at different times of the year. They are welcomed warmly. Children in the early years begin school with a wide range of starting points. Although children and pupils make effective progress from their individual starting points, this is not always fully reflected in national assessment results. Pupils with special educational needs and/or disabilities also make assured progress because staff understand their needs and provide appropriate support.

In phonics, leaders focus relentlessly on ensuring pupils gain the knowledge and skills they need to read with increasing fluency. Pupils read books that are well matched to their phonics knowledge. As a result, phonics screening results are improving each year. Most pupils develop the early reading skills necessary to access learning across the wider curriculum.

Pupils are generally well prepared for the next stage of their education. Leaders have rightly identified that pupils' knowledge and skills in writing are not yet fully secure. Leaders are taking appropriate action to continue to develop aspects of the writing curriculum. This includes strengthening pupils' accuracy in spelling, punctuation and letter formation so that it is consistent in writing across all curriculum subjects.

Attendance and behaviour

Expected standard

Leaders maintain a rigorous focus on raising attendance. They ensure that pupils and families understand the importance of regular attendance at school. Leaders know pupils and their families well. They have an in-depth understanding of the barriers that affect the attendance of some pupils. Leaders track the attendance of pupils and groups to identify and address any specific barriers. Consequently, although attendance is slightly below the national average, it has improved steadily over the past two years. Leaders work intensively with families and external agencies to address persistent absence. This has had a concrete impact, leading to improved attendance in individual cases.

Leaders have established a well-defined behaviour curriculum underpinned by the code of conduct. Staff apply the behaviour policy consistently and sensitively. They set clear routines and expectations for pupils' behaviour across all aspects of school life. Consequently, levels of suspension have fallen markedly. Pupils behave well in school. They have positive attitudes to learning. Pupils listen carefully and work co-operatively and collaboratively. Playtime routines are well established, enabling all pupils to belong. Incidents of poor behaviour are addressed swiftly. Bullying is extremely rare. Staff deal with any unkind words or actions swiftly. Pupils enjoy the rewards they receive for demonstrating positive behaviour.

Curriculum and teaching

Expected standard

The curriculum is broad, ambitious and well sequenced. Leaders have identified the important knowledge that pupils need to know and remember. They fully understand how

well the curriculum is taught across the school. Leaders ensure that teachers have the expertise they need to teach the curriculum effectively. Teachers make intelligent choices about how to teach new learning so that pupils remember it well. For example, in art, pupils recall Mondrian's use of primary colours and shapes. Teachers adapt learning so that pupils with special educational needs and/or disabilities can access the curriculum effectively.

Teachers identify gaps in pupils' basic knowledge through regular checks. They provide well-chosen support to ensure pupils secure essential skills, such as number fluency. Leaders have prioritised reading, writing and mathematics. They are also rightly focused on developing pupils' language and vocabulary. Consequently, pupils are able to talk about their learning using subject-specific vocabulary.

Leaders have ensured that there is a sharp focus on reading. Pupils' reading books match the phonics sounds they know. Therefore, pupils quickly gain the knowledge and skills they need to become confident, fluent readers. Opportunities for shared reading are well considered. Family reading time at the book café and in the Narnia room, have been particularly well received by parents.

Early years

Expected standard

Children get off to a positive start in the early years. Staff establish warm, supportive relationships from the moment children join. This helps children settle quickly and feel secure. These strong bonds give children the confidence to explore the inviting learning environment.

Leaders have designed an engaging curriculum. It focuses on key areas of children's needs, including communication, language and physical development. Children enjoy activities that build these foundations, such as whole-body movement and balance. By handling tools, such as tweezers, rollers and pouring containers, children develop the strength and control needed for early writing.

Teaching is typically characterised by high quality interactions. At snack time, staff model speaking in full sentences and they support children to use social skills and take turns. Adults extend children's vocabulary through a rich selection of stories and rhymes. Children have regular opportunities to count, read, form letters and write simple words and phrases. Staff provide timely support, including speech and language activities, to meet children's individual needs.

Close partnerships exist between the school and families. Staff welcome parents and carers into school and offer practical help, for example with toilet training and reading. Most children make sustained progress from their starting points and leave ready for Year 1.

Inclusion

Expected standard

Leaders waste no time in identifying and assessing pupils' needs, including those who are disadvantaged and pupils with special educational needs and/or disabilities (SEND). They take effective action to prioritise and meet the needs of pupils with SEND. Staff receive specific training and guidance. Consequently, they have the expertise needed to support

pupils. Staff ensure that the wider provision, including visual timetables and daily check-ins, supports pupils' needs from the moment they arrive in school. Leaders review the impact of their actions carefully. Using this information, they make further skilful adaptations to provision as needed. Staff meet the needs of pupils who have targeted, individualised support and practical adaptations. This supports pupils to meet their individual targets. Consequently, pupils make progress from their starting points.

Staff are deployed thoughtfully to support pupils to achieve their individual objectives. Pupils who learn in the ‘reduced classrooms’ benefit from the small group environment where they are supported to develop their knowledge and communication skills. Leaders work effectively in partnership with external agencies and families to ensure that support is coordinated and responsive.

Additional funding to support disadvantaged pupils is used effectively. Leaders prioritise high-quality teaching and targeted wider support. Pupils known, or previously known, to social care receive timely and appropriate support.

Leadership and governance

Expected standard

Leaders understand the school’s strengths. They have identified and correctly prioritised actions for continued improvement. Their high expectations and aspirations have led to improvements for all pupils.

Leaders ensure all staff benefit from high-quality professional learning programmes. Staff welcome this and the opportunities they have to work together. Consequently, staff develop their expertise over time. Leaders are mindful of staff workload and wellbeing. Staff are proud to work at the school and describe it as ‘having a family feel.’

Leaders foster a culture of openness and trust. The school is a lynchpin of the local community. Leaders work tirelessly to develop and maintain positive relationships with parents and carers. Parents are typically positive about all areas of school life.

The trust is knowledgeable about the context of the school, the school's priorities, strengths and areas to develop. Those responsible for governance carry out their statutory duties effectively. The local governing body provides an important contextual local voice for leaders. Leaders receive support and challenge about all aspects of the school’s work and its impact on disadvantaged pupils, those with special educational needs and/or disabilities and pupils who are known or previously known to social care.

Leaders work closely with other schools to strengthen provision for the most vulnerable pupils. Leaders are effective in prioritising actions for improvement that have the greatest impact on pupils so that they thrive.

Personal development and wellbeing

Expected standard

Leaders have designed a personal development and wellbeing programme that supports pupils well beyond the academic curriculum. It is complemented by a safety curriculum that reflects the school’s coastal context. This helps pupils learn how to keep themselves safe near water, by the railway and online. For example, pupils know why it is important to swim

between the chequered flags when on the beach. In addition, they understand which emergency numbers to use to call for help.

Through assemblies and visitors, pupils develop an understanding of fundamental British values, including democracy and the rule of law. They apply this knowledge in practical ways, such as electing school councillors and following the school's code of conduct. Pupils understand what makes each person unique. They know to 'be kind to others' and to respect each other's differences. A highlight for many is the weekly assembly, where staff award pupils with certificates for 'being the best you can be.'

Pupils learn about healthy friendships and personal safety. Pupils understand what is meant by the term 'private'. They know what to do if something makes them feel uncomfortable. The use of 'colour monsters' gives children in the early years safe ways to share their feelings.

Pastoral support is a strength. A dedicated team works effectively with pupils who need additional help. The team helps to reduce barriers to pupils' social and emotional development. The impact of this work is evident in improvements to pupils' wellbeing, attendance and confidence. Pupils benefit from a range of wider opportunities, including clubs, trips and sporting events. These experiences help pupils to develop confidence, discover interests and develop their talents. All pupils benefit from opportunities to perform and to learn to play a musical instrument. Through these experiences, they develop both self-expression and resilience. Leaders take effective steps to remove barriers to participation in all enrichment activities, ensuring that all pupils fully benefit.

What it's like to be a pupil at this school

Everyone is valued at Livingstone Road Infant school. From pre-school to Year 2, children and pupils flourish in this nurturing and inclusive environment. They form positive friendships and build trusting, respectful relationships with staff. Pupils are safe, happy and well supported. Many pupils join at different points in the school year. Whenever they join, each new pupil gets the help they need to settle in swiftly. Most pupils attend well. Staff work sensitively with parents and carers to reduce any barriers to attendance. Pupils are proud to belong to this welcoming school community. They know that staff will help them if they have any worries.

Pupils behave well and enjoy school. Classrooms have a purposeful atmosphere. In lessons, pupils concentrate carefully, listen respectfully and contribute thoughtfully to discussions. Children in early years play and learn calmly, showing self-control and sustained focus. They thrive because of well-embedded routines. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, make positive progress through the curriculum from their starting points. They are typically well prepared for their next stage of education. Pupils focus on their work and respond well to staff's expectations. They socialise happily at playtime and enjoy a wide range of activities. Bullying is extremely rare and is not tolerated.

Pupils benefit from a wide range of enrichment experiences. For example, they visit museums to deepen their understanding of history. Pupils participate in a range of clubs

such as gardening club and choir. Opportunities such as these help to develop their talents and interests. Pupils take their roles and responsibilities seriously. For instance, ‘maths maestros’ enjoy sharing their knowledge with younger children. This helps them develop confidence and independence. Pupils contribute positively to the wider community by raising money for local charities.

Next steps

- Leaders should continue working closely with families and external agencies to support pupils to secure consistently high attendance and reduce persistent absence.
- Leaders should ensure that pupils consistently apply early writing skills, including handwriting, punctuation and spelling, across the broader curriculum with the same precision that is shown in their English work.

About this inspection

This school is part of Hamwic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Robert Farmer, and overseen by a board of trustees, chaired by Gary Plummer.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other leaders and groups of staff. The lead inspector met with the CEO, the Director of Quality Assurance, other trust leaders and the chair of the local governing body.

Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's staff and pupil surveys.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school was previously a first school. It is now an infant school with capacity for 220 pupils.

Executive Headteacher: Claire Addis

Lead inspector:
Liz Geller, His Majesty's Inspector

Team inspectors:
Sarah O'Donnell, Ofsted Inspector
Dale Burr, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 6 May 2026

School and pupil context

Total pupils

216
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

450
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

32.69%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.17%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.74%
Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	7.6%	5.5%	Above
2022/23 (3 term)	7.2%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	22.1%	13.0%	Above
2023/24 (3 term)	22.4%	14.6%	Above
2022/23 (3 term)	20.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional

standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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